DOCUMENT RESUME

ED 339 696 SP 033 490

AUTHOR McKay, Joane Williams
TITLE Iowa Teachers of the Year: A Case Study.
PUB DATE Nov 91
NOTE 20p.; Paper presented at the Annual Conference of the National Association for Gifted Children (38th, Kansas City, KS, November 1991).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Environment; Community Influence; Elementary Secondary Education; Parent Aspiration; *Performance Factors; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Expectations of Students; Teacher Student Relationship; *Teaching (Occupation)
IDENTIFIERS *Ethos; Iowa; Outstanding Teachers; *Teacher of the Year

ABSTRACT

This case study was conducted to construct an in-depth description of the ethos, i.e., pattern of orientations and sentiments, of three Iowa teachers who have been selected as state winners in the Teacher of the Year program sponsored by the Council of Chief State School Officers, Encyclopedia Brittanica, and Good Housekeeping Maagazine. Using an inductive analysis, the report describes the attitudes, values, and beliefs of key individuals who influenced Teachers of the Year in their teaching, and the ecological characteristics of the classroom that influence their attitudes, values, and beliefs. On-site observations, interviews, and artifacts were the data used to generate five empirical assertions about the ethos of the Iowa Teachers of the Year. The ethos of these award-winning teachers may be described as an antithesis of what has been described earlier by researchers as the ethos of the classroom teacher (individual, conservative, and present-oriented). Results from the interpretation of the data revealed that Teachers of the Year: (1) are influenced in their attitudes, values, and beliefs about teaching primarily by their parents; (2) are committed to student success and have high expectations for their students; (3) indicate that support systems are nonexistent in the teaching profession; (4) believe that community expectations contribute to their excellence; and (5) exemplify polite treatment of all students. (Author/LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED339696

IOWA TEACHERS OF THE YEAR: A CASE STUDY

Joane Williams McKay, Ph.D.
College of Education
University of Nevada, Las Vegas

A paper presented at the 38th Annual National Conference of the National Association for Gifted Children, November 8, 1991, Kansas City, Kansas.

SP 033 490

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J McKay

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Abstract

The purpose of this case study was to construct an in-depth description of the ethos of three Iowa Teachers of the Year. Using an inductive analysis, the researcher describes the attitudes, values, and beliefs of key individuals who influenced the Teachers of the Year in their teaching and the ecological characteristics of the classroom that influence their attitudes, values, and beliefs. On-site observations, interviews, and artifacts were the data used to generate five empirical assertions about the ethos of the Iowa Teachers of the Year. The ethos of these award-winning teachers may be described as an antithesis of what has been described earlier by researchers as the ethos of the classroom teacher (individual, conservative, and present-oriented). Results from the interpretation of the data revealed that Teachers of the Year: (a) are influenced in their attitudes, values, and beliefs about teaching primarily by their parents; (b) are committed to student success and have high expectations for their students; (c) indicate that support systems are non-existent in the teaching profession; (d) believe that community expectations contribute to their excellence; and (e) exemplify polite treatment of all students.

What makes a teacher outstanding? This is the dilemma that has faced teacher educators, practitioners, administrators, and students for centuries. Researchers have identified outstanding teachers as decision-makers, artists, scientists and pathfinders. Yet, it was a journalist, Clark Mollenfhoff, writing for the Des Moines Register who suggested that teachers are "molders of dreams." Moreover, National Teacher of the Year, Guy Rice Doud, shares this description reciting Mollenhoff's poem across this nation as he speaks to educational associations, service clubs and professional groups.

The poem is called, 'Teachers,' and it states:

> "You are the molders of their dreams.
> The gods who build or crush their young
> beliefs of right or wrong.
> You are the spark that sets afiame the poet's
> hand
> or lights the flame in some great singer's song.
> You are the gods of young--the very young.
> You are the guardian of a million dreams.
> Your every smile or frown can heal or pierce
> a heart.
> Yours are one hundred lives--one thousand
> lives.
> Yours is the pride of loving them, the sorrow
> too.
> Your patient work, your touch, make you the
> god of hope
> That fills their souls with dreams, and make
> those dreams come true." (Doud, p. 185-
> 186)

So, add "molder of dreams" to those adjectives that abound when ascribing the attributes of the outstanding teacher. Hear the voice of the student teacher who says, "I don't want to be a mediocre teacher, I want to be one of the best." Listen to the debates in board rooms and faculty lounges, in legislative bodies and teacher

preparation institutions, and you will re-echo the question, "what is it that makes an outstanding teacher?"

In addressing the need for a coherent program of teacher preparation, Lanier (1984) suggests that there is a need for "real-life exemplars of excellence." Cruickshank (1986) observes that "short of the search for the Holy Grail, there hardly has been a human quest more persistently and doggedly pursued than the hunt for the 'good' teacher" (p. 1). Van Schaack and Glick (1982) believe that "the elusive essence of the superlative teacher . . .can be explored by entering the superlative teacher's world and observing what they do" (p. 8).

This research indicates that the ethos of award-winning teachers is an antithesis of what has been described earlier by researchers as the ethos of the classroom teacher (individual, conservative and present-oriented). The purpose of this article is to present the findings of a qualitative study that led to five empirical assertions about the ethos of persons named as Teachers of the Year.

Statement of Problem/ Review of Literature/ Research Questions

The problem is that the body of literature on effective teaching lacks in-depth descriptions of persons identified as outstanding teachers. Furthermore, researchers have virtually ignored persons named as outstanding teachers as a population in defining effective teachers (Berliner, 1986; Dillon, 1989; Easterly, 1983; Lortie, 1975). This study extends the knowledge base by providing an in-depth description of the ethos of three Iowa teachers who have been selected as a state winner in the Teacher of the Year program sponsored by the Council of Chief State School officers, Encyclopaedia Brittanica and Good Housekeeping Magazine.

Currently, teacher effectiveness permeates the literature as a means of understanding the effect that teacher's performance has on pupils. Those investigators involved in studying effective teaching have surveyed thousands of teachers in an effort to understand the

"how" of teaching. This study differs from the effective teaching studies in that it focuses on those teachers who have been identified by an outside source (i.e., the Chief State School Officers) as teachers who are "representatives of the best." Thus, the review of literature not only addresses the major ideas in the research on teacher effectiveness, but it also focuses on the limited studies available on those persons identified as outstanding teachers.

Medley's (1979) review of the history of empirical research on teacher effectiveness revealed four general theories. The four theories included analyzing effective teachers by examining: (a) personality traits, (b) methods used in teaching, (c) teacher behavior, and (d) product-process-presage. The research on the methods of measurement of the affective and cognitive domain has led to much of the discussion about the qualities of outstanding teachers. Cruickshank (1986) argues that the search for a good teacher changed in the 1960s because of two factors: (a) the emergence of models to guide inquiry on teaching, and (b) the appearance of more objective classroom observation instruments.

Van Schaack and Glick (1982) indicate that "excellent teachers are caring, creative, enthusiastic, and intellectually curious people who have positive attitudes toward themselves and their students" (p. 6).

Easterly (1983) used the "pathfinder" characteristics outlined by novelist Gail Sheehy (1974) to determine personality traits of outstanding teachers. Easterly (1983) includes the following traits: (a) willingness to risk change, (b) sense of right-timing, (c) capacity for loving, (d) an acquisition of opposite gender strengths, (e) a sense of purpose, (f) a sense of well-being, and (g) an ability to use a system of support networks (p. 50).

Lanier (1984) suggests that three general conceptions are represented in the literature and "have paralleled the dominant research paradigms on effective teachers and teaching" (p. 6). Lanier offers three concepts that appear to shape and form the profiles of effective teaching: (1) the teacher as an effective person, (2) the teacher as a skilled performer, and (3) the teacher as a professional

decision maker. In focusing on the needed research, Lanier (1984) concludes that "well-educated teachers, not outside 'experts,' are in the best position to assess needs and design educational strategies best fitted to the specific characteristics of individual classrooms" (p. i).

Cruickshank (1986) contends that "some teachers make more of a difference than do others" and that the behaviors of effective teachers, to some extent, have been found" (p. 86). Twenty-five years after Ryan's extensive study of teachers, it is not surprising that there is continuing debate within the profession on what constitutes the traits and behaviors of effective teachers. This study, then, address the voice in the literature that would reveal persons and settings that influence outstanding teachers.

Based on the review of the literature, the researcher proposed the two major components essential in question formulation at the broadest level:

1. Who are the key individuals influencing the shaping of attitudes, values, and beliefs of these Iowa Teachers of the Year?
2. What are the ecological characteristics of the classroom that influence the behavior in the teaching environment for these Iowa Teachers of the Year?

Research Methods

The case study design (Erickson, 1986) was used to develop a description of the selected Iowa Teachers of the Year. Data were collected from January, 1990 to May, 1990. Three established methods of field research data collection were employed: (1) interviewing techniques (Spradley, 1979); (2) participant observation (Bogdan and Biklen, 1982); and (3) review of program-related materials (Tabachnick, 1980). Selection of the three subjects was based on three previous studies (McKay, 1987; Van Schaack and Glick, 1982; Wiedmer, 1983) that indicated the teachers should be representative of the elementary, middle school, and high school

teachers. The subjects were classroom teachers who planned to continue to teach.

Through the interview process, the researcher also collected demographic characteristics including: (a) personal background, (b) educational background, (c) teaching experience, and (d) the teacher's perception of herself as a teacher as well as information concerning key individuals, support systems and students' perceptions of the Teacher of the Year. The on-site visitations provided insight into: (a) classroom appearance, (b) social organization of the classroom, and (c) verbal and non-verbal patterns of actions. Additional insight into the ethos of the Teacher of the Year was provided through interviews with students, principals, co-workers, and community members.

The data were analyzed according to the principles of "constant comparative" data analysis (Glaser and Strauss, 1975). Erickson (1986) states that the purpose of analyzing data from qualitative studies is "to generate empirical assertions, largely through induction" (p. 146). In this study, external validity is assessed by replicating findings among three Teachers of the Year. If replication occurs to a great extent, empirical assertions can be made, but the researcher's primary purpose is to provide a detailed description of the ethos of the selected group of Teachers of the Year. Data from field notes were compared to data collected on audio tapes and videotapes. A computer program entitled The Ethnograph (Seidel, Kjolseth, and Seymour, 1988) was used during the data analysis. The computer program allowed the researcher to enter field notes into the computer and sort the notes with the ease of technology rather than the labor intensiveness of using wall charts, notebooks, and checklists for recording the data.

Results and Discussion

Results of the analysis revealed that the three Iowa Teachers of the Year: (a) are influenced in their attitudes, values, and beliefs about teaching primarily by their parents; (b) are committed to student success and have high expectations of their students; (c) indicated that support systems are non-existent in the teaching profession; (d) believe that community expectations contribute to their excellence; and (e) exemplify polite treatment of all students.

In Lortie's (1975) study, conservatism, individualism, and presentism were outlined as significant components of the ethos of the classroom teacher. This study reveals that Teachers of the Year characterized themselves as risk-takers, persons in need of a support system, and life-long learners.

The study further revealed additional major insights concerning the Teacher of the Year: (a) the teachers are active agents as opposed to passive recipients in their teacher roles; (b) the Teachers of the Year were directly influenced by pupil responses to them as teachers; (c) the teachers entered teaching because of a deep, long-term personal desire to teach; (d) colleagues and principals used descriptions such as "an inner drive," "choosing to use a high energy level," and "good work ethic" in describing the Teacher of the Year.

Parental Influence

Two of the three Iowa Teachers of the Year had very strong attitudes about the influence their parents had on them as teachers. Teacher A, however, stated, "I can't point to one person and say 'Well, this is the person that influenced me'." Yet, later in the interview, Teacher A described her family as one that valued education and encouraged her to get an advanced degree. In contrast, Teacher C describes her growing-up years as being part of "a very close family" and that relationship had a significant influence

on her attitudes, values and beliefs as a teacher. Neither of Teacher C's parents finished high school and Teacher C says:

> It was very important to them that I go to school. They were children of the Depression and about the time when they had both worked very hard on the farm. My mother came from Kansas and was the eleventh of twelve children; and, my dad was one of five--second from the end of five--and had a real strong work ethic, and they thought it was very important we try. They always encouraged us in school. (Teacher C, Interview, #1, May, 1990)

The three Iowa Teachers of the Year were raised in families where the parents valued education for their children. One of the Teachers of the Year (Teacher A) had teachers in her background with her mother and grandmother had both been teachers. Teacher C remembers the teachers in her family as "two aunts whom she admired." Two of the three recipients (Teacher B and Teacher C) came from homes where the father was a farmer and the mother a homemaker. In contrast, Teacher A came from a background where her parents were both teachers.

When Teacher B was asked to reflect on persons who may have influenced her attitudes, values and belief, she answered, "I would have to say my mother. Never a day goes by that I don't spew [sic] things out of my mouth that she said hundreds of times" (Teacher B, Interview #3, May, 1990).

Teacher C remembers her family's influence on her thinking and describes how her dad was always interested in the world events. For fun he would tease his young daughters and call them "Chiang Kai Shek" when they were little. Teacher C recalls having no idea what the name meant, but knowing that it meant "there was a world out there that we didn't know about." Teacher C also credits her mother as a person who, although not formally educated, was "always investigating and always wanted to know about different new things." In reflecting on her adolescent years, Teacher C remembers that homework was very important, getting good grades,

and parent-teacher conferences and "all of those things were very, very big in our family" (Teacher C, Interview #4, May, 1990).

Student Success and Expectations

The three award winners believed their students would see them as caring, enthusiastic, no-nonsense individuals. Two of the teachers, Teacher A and Teacher B, felt that their students would describe them as expecting them [the students] to do their best. One of the teachers, Teacher B, said her students would say, "you better not cross her." Because of the special population that Teacher C teaches, she felt her students might not know the words to say, but they would believe that she cared about them.

Teacher A provided a very succinct statement about what students would say about her if they were asked to describe their teacher. Teacher A thought they would say:

> . . . I'm not a real funny person. In other words, I don't tell jokes. And I'm not a joking kind of person. Most of them say things like she doesn't get mad very often, she's patient, she doesn't raise her voice, she makes us do our homework. She explains things over and over if we need it. She's fair, and doesn't play favorites and that kind of thing, the things that are important to kids. (Teacher A, Interview #5, April, 1990)

Teacher B was completing her first year in a new school so the item caused her to reflect on what the students would say at the end of the first year. She thought they would describe her as follows:

> I would hope they would say, she's a little bit on the tough/strict side. She's not 'gonna' put up with any garbage, but she's kind of a teddy because she really does care. She expects us to do our best. (Teacher B, Interview, #5, May, 1990)

Teacher C sees her role as an English as a Second Language (ESL) instructor as needing to be someone who goes beyond the grammar lesson and helps her students understand this new culture in which they must function.

Support Systems Are Non-existent in Teaching Profession

The Teachers of the Year were vocal about the lack of a support system for the teaching profession. One of the teachers, Teacher A, suggested there was more of a support system for the women than for the men in the profession. All of the teachers described very supportive immediate families as well as parents and grandparents. The teachers supported Lortie's (1975) theory that teaching is a 'cellular occupation' and decried the fact that isolationism permeates the profession.

When reflecting on the support that the Teacher of the Year receives from families and colleagues, Teacher A had no trouble listing those who were her support system. In addition, she added her opinion on the need for a support system stating:

> Well, anytime you're teaching, or any job, you've got to have some kind of either spouse support or parent support or something like that. So I've had that, my husband's been encouraging me not only about teaching but going back to graduate school, and he doesn't mind taking over the role of the children. You have to have that or otherwise I think you would go bonkers. My children have always had me working. I have told you before, if I didn't have my folks to help me out, because there is a large part of time where I have to do things at night, and that's my choice, but I don't think I could do a good job of it if I didn't spend some evenings on it, so they [my parents] take the kids in the morning when I have meetings at school or something like that. (Teacher A, Interview, #4, April, 1990)

When discussing the support system, Teacher A observed that there really is not a support system for colleagues (i.e., nothing formal). Teacher A continued with her reflection on the idea of a

support system suggesting that "women sort of seek it [the support system] out for themselves, but there's nothing formally there." In contrast, Teacher A felt that "we [the profession] have a lot of men frustrated and burned out, and we have no support for them whatsoever" (Teacher A, Interview, #4, April, 1990).

The perception of the support received from immediate members of the family provided an interesting insight into the personal support for Teachers of the Year. For example, Teacher B suggested that the more teachers and coaches she meets the more obvious it is to her that the support that those people receive from their spouses is unique. "Those that have successful marriages and successful careers have very unique spouses who have the ability to spend a lot of hours by themselves," stated Teacher B.

Teacher C talked about being in a "teaching family" because her husband is a university professor and both daughters are in teacher training programs. She commented, "I think teaching is such a force that it involves your whole self. It takes strong relationships with everybody."

This data suggest that strong personal support in the private lives of Teachers of the Year contribute to their success, and each teacher described a very supportive spouse who had been influential in allowing her to spend extra time on school activities. However, the Teacher of the Year all shared the concern that teaching continues to be a 'cellular occupation' and provided little insight into methods or strategies that were being implemented to bring down the walls of isolationism that permeate the profession.

Community Expectations

Community members had very definite opinions about the Teacher of the Year. One parent said, "I think it's absolutely wonderful and every time a good teacher gets it, [Teacher of the Year] I cry because they leave the classroom." Another parent observed, "She individualizes a great deal. I think she grades on

potential. I've never heard her belittle a child; she never makes a negative comment about her students."

Principals, parents, and colleagues perceived the three teachers as persons who had high expectations for themselves and for their students. One parent expressed a concern that the award of Teacher of the Year means that the teacher would be out of the classroom. Colleagues expressed a desire to observe the Teacher of the Year teaching. This comment gave further credence to the inference that often the members of the profession do not get to observe those identified as "representatives of the best."

The three recipients represent different sized communities within Iowa. Because of this fact, Teacher C, who is from Large Town, indicated she may have more difficulty assessing the community's perception and chose to focus on the school district as representative of community. Although there were differences in the size of the community, the Iowa Teachers of the Year agreed that the communities in which they teach would believe that they are good teachers. One teacher, Teacher B, felt that there were members in the community who would ask for her as their child's teacher because of her reputation of being "able to handle the difficult ones." Teacher C thought her community [the Large Town School District] would see her as a very involved person. Teacher A felt that the community takes great pride in one of their own (i.e., someone who was raised in the community and educated there), who becomes the Iowa Teacher of the Year. In some respects, Teacher A believes that her award as Teacher of the Year is an affirmation of the community's investment in education. Teacher A also indicated that two Small Town teachers had received recognition through the Teacher of the Year program; the other person was a state finalist and Teacher A was, of course, the Teacher of the Year.

These Iowa Teachers of the Year are very involved in their communities, and they are perceived by their students, colleagues, and supervisors as life-long learners. Interestingly, one outstanding teacher felt that the community would see her as "pretty ordinary" and would want their children in the teacher's classroom because

"she does not let kids walk all over her and get in big bad trouble in middle school." A parent in the community confirmed this observation with the statement, "parents want teachers who will help students set values for the high school years."

Polite Treatment of Students

The researcher observed a pattern of politeness that permeated all three Teachers' of the Year classrooms. Teacher B stated that she did not allow students to say "shut up" in the classroom. Teachers A, B, and C all addressed students with "please" and "thank you" for the accomplishment of tasks as simple as handing a paper to the teacher. An awareness of respect for students was observed by the researcher as students left quietly to go to the bathroom, to walk to the library, and to move to the other side of the classroom. When the researcher asked Teacher A about these actions, Teacher A explained:

> . . .we try to make it so it's not disruptive to those who are sitting and reading. We try to keep it so that it is a natural movement, a quiet movement some kind of an organizational pattern. But realizing that there are other things that have to be done during that time. (Teacher A, Interview, #9, April, 1990)

This same observation was true in Teacher B's classroom. As the researcher watched Teacher B in an eighth grade language arts class at 9:08 a.m. The students began talking to one another and the following interaction was observed:

> OBS: KIDs begin talking to one another; classroom is in circle; may want to know about major area; T-B is not walking around the room; T-B walks over and asks KID if he is thinking; he has head down on desk.
> T-B: 'You can sit up and think.'
> OBS: T-B puts hands on his shoulder; says "Can you sit up, cross your eyes and think?" he laughs; she

> moves on to the next KID; walks around inside of circle. (Teacher B, Observation, #9, May, 1990)

Finally, in Teacher C's classroom, the researcher observed the respect for students exemplified in exchanges within the classroom. For example, when the teacher realized that the student was having trouble seeing the blackboard, she commented, "You probably should have your eyes checked. Do you get headaches?" The student responded, "No." Teacher C countered, "Well, that's good, because some people do when they don't use glasses . . ."

The students' response to the polite atmosphere in the classrooms and the teacher's respect for the students was best illustrated by a statement from a fourteen year old boy who confessed that school was not his favorite thing, but that he really liked to skateboard. When asked, "Do you think your teacher really 'expects the best' from her students?", the young man said:

> The best we can possibly give to her, but it doesn't always happen. When it does, she lets us more or less know that she appreciates it. (Teacher B, Student interview, #11, May, 1990)

SUMMARY

By advantage of birth and upbringing, some people appear to possess more qualities that will make them an outstanding teacher. Is it enough to be a "molder of dreams"? Does an outstanding teacher have to be more than an accomplished decision maker? Is there an ethos i.e. pattern of orientations and sentiments which is peculiar to teachers and which distinguishes them from members of other occupations? (Lortie, 1975, p. viii). The data from the interviews and classroom observations provided the evidence for the researcher's empirical assertions. Erickson (1986) suggests that "the researcher who wishes to establish evidentiary warrant does so by reviewing the data corpus repeatedly to test the validity of the assertions that were generated, seeking disconfirming evidence as well as confirming evidence" (p. 146).

Previous research, predominantly process-product research, has identified particular behaviors that are associated with effective teaching. Dillon (1989) asserted that most of the dynamics of effective teaching and learning defy quantification. Lortie's (1975) study suggested that a teacher's perception of how things have gone in the classroom was important in the teacher's assessment of a 'good day'. These studies were based on studies of teachers who were representative of the teaching profession, but not necessarily those teachers who had been selected as "outstanding teachers."

In this study, the case study methodology allowed the researcher to have access to three very different classrooms (i.e., a sixth grade, a seventh and eighth grade, and a senior high English class).observing teachers who had been named the Teacher of the Year in statewide competition. Perhaps the most salient insight from this study is the continuing issue of isolationism that is apparent for classroom teachers as well as those persons who have been honored as Teachers of the Year. Furthermore, exploring the acknowledged need for a formal support system for teachers, analyzing the significance of risk-taking, examining the issue of politeness and respect and recognizing commitment to life-long learning as keys to the ethos of Teachers of the Year will provide educators new insights into the elusive issue of what makes a superlative teacher.

Studying the ethos of the Teachers of the Year may give us insight into a model for becoming an outstanding teacher that would have as its base developing positive relationships with students, believing in students abilities to learn, providing a learning environment based on mutual respect and trust, acknowledging the need for a formal support system for classroom teachers, and accepting life long learning as a vital component if one is to be judged outstanding.

REFERENCES

Berliner, D.C. (1986). In pursuit of the expert pedagogue. Education Researcher, 15, 5-13.

Bogdan, R. and Biklen, S. (1982). Qualitative Research for Education: An introduction to theory and methods. London: Allyn and Bacon, Inc.

Cruickshank, D.R. (1986). Profile of an effective teacher. Educational Horizons, 64, 80-86.

Dillon, D.R. (1989). Showing them that I want them to learn and that I care about who they are: A microethnography of the social organization of a secondary low-track English-reading classroom. American Educational Research Journal, 26, 227-259.

Doud, G.R. (1990). Molder of Dreams. Pomona, CA: Focus on the Family Publishing.

Easterly, J. (1983). Perceptions of outstanding elementary teachers about themselves and their profession. (Research Studies in Education Technical Report No. 1). Rochester, MI: Oakland University.

Erickson, F. (1986). Qualitative methods in research on teaching. In M.C. Wittrock (Ed.), Handbook of research on teaching, (3rd edition) (119-161). New York: Macmillan.

Glaser, B. and Strauss, A. (1975). The discovery of grounded theory: Strategies for qualitative research. Chicago: Aldine.

Lanier, J.E. (1984). The future of teacher education: Two papers. (Occasional Paper No. 79). Institute for Research on Teaching. East Lansing, MI: Michigan State University.

Lortie, D.C. (1975). School teacher: A Sociological Study. Chicago: University of Chicago Press.

McKay, J. (1987). Interests, work habits, attitudes and characteristics of teachers of the year 1981-83. (Unpublished Masters Thesis, Iowa State University, Ames, Iowa).

Medley, D.M., Coker, H. and Soar, R.S. (1984). Measurement based evaluation of teacher performance. New York: Longman.

Ryan, K. (1982). Field experiences in teacher education. In H. Mitzel (Ed.), Encyclopedia of educational research, (5th ed.) (682-686). New York, NY: The Free Press.

Seidel, J.V., Kjolseth, R. and Seymour, E. (1988). The ethnograph: A user's guide. Littleton, CO: Qualis Research Associates.

Sheehy, G. (1974). Passages: Predictable Crises of Adult Life. New York: E.P. Dutton and Company, Inc.

Spradley, J.P. (1980). Participant Observation. Chicago: Holt, Rinehart and Winston.

Tabachnick, R.B. (1981). Teacher education as a set of dynamic social events. In R.B. Tabachnick, T. Popkewitz, and B. Szekely, (Eds.), Studying, learning, and teaching: Trends in Soviet and American research, (76-86). New York: Praeger.

Van Schaack, H. and Glivk, I.D. (1982). A qualitative study of excellence in teaching and the search for excellence in teaching: An annotated bibliography. Washington, D.C.: National Institute of Education. (ERIC Document Clearinghouse No. Ap 019 492).

Wiedmer, T. (1983). Teachers of the Year 1978-82: A profile and an analysis. (Doctoral dissertation, University of Montana). (Dissertation Abstracts International, 44, 83-21, 605).